

CAPABILITY:

LEARNING



TASK (INDEPENDENT ME):

ICAN EXPLORE HOW I LEARN, ORGANISE AND REVIEW TO
ACHIEVE MY GOALS

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(Optional – not included in hard copy. Available on electronic copy)

ICAN PLP CAPABILITY TASK OVERVIEW SHEET

CAPABILITY: LEARNING

TASK:	ICAN EXPLORE HOW I LEARN, ORGANISE AND REVIEW TO ACHIEVE MY GOALS.	ASSESS. DESIGN CRITERIA:
Part 1	<input type="checkbox"/> <u>Understanding and Development of Capabilities</u> - Wordle task (common task for each capability)	UDC 4 (Learning)
Part 2	<input type="checkbox"/> <u>Assessment Design Criteria</u> - Mind Map (common task for each capability)	(ADC listed below)
Part 3	<input type="checkbox"/> Complete the <u>ATL and VAK Learning Styles Questionnaires</u>	D1
Part 4	<input type="checkbox"/> Use your responses from the Learning Styles Questionnaires to plot, summarise and give examples on the <u>Learning Styles Table</u>	C2
Part 5	<input type="checkbox"/> <u>Case Management for Learning Portfolio (CLP) folder</u> - must have at least 2 Terms completed	C1
Part 6	<input type="checkbox"/> <u>Case Management for Learning Portfolio (CLP) Reflections</u> - must include at least 2 completed Goal Setting and Reflection sheets	ER3
Part 7	<input type="checkbox"/> <u>Learning Chart</u> Use the goals from the CLP Goal Setting and Reflection sheets you have included in this section of the PLP. Plot your goals, identify where you are at on the continuum and what you need to do to achieve the goal (include timelines etc and space to amend aspects of the plan later – eg: end of Term 3 and then do the update at the given time).	ER1

PART 1:

Understanding and Development of Capabilities (UDC)

Wordle Task

PART 1: UNDERSTANDING AND DEVELOPMENT OF CAPABILITIES: LEARNING

- Students use various computer-based programs and other methods to gain initial feedback on learning styles and areas for development.
- Students learn organisational skills and are encouraged to keep relevant documents and evidence of learning in a folio (either electronically or as a hard copy) so that these can be readily accessed when needed.
- Students learn how to select, organise and use relevant information to help them to achieve their personal goals.
- Students develop building skills of reflection and evaluation in the processes of reviewing and adjusting their plans, as necessary, over time. They have opportunities to adjust their plans in response to new information and to seek assistance from other people, particularly experts in various fields of endeavour.

To demonstrate understanding of the capability, Learning, **read** the dot-points above. **Then**, type these dot-points into a Word document.

Next, follow these steps:

1. Open www.wordle.net/create and copy the text into the 'paste a bunch of text' section.
2. Press 'GO'. Wait for a moment and you will see your first word cloud.
3. **Open a PowerPoint** and produce 6 blank slides.
4. Go back to Wordle and press 'Print Screen' on the top row of the keyboard (next to F12) the **open the PowerPoint**, right click and paste the image into the first PowerPoint slide.
5. Go back to Wordle and press 'randomize'. You will see a new cloud. If you want to keep it, press 'Print Screen' and then **open the PowerPoint**, right click and paste the image into the second PowerPoint slide.
6. Repeat this process until you have 6 word clouds.
7. Choose the slide that you like best and print.

Look at the Wordle design you have created and answer the following questions:

Which words are the key words?

Why do you think so?

Which 3 words do you think are the next most important?

Look at the Capability and the Wordle. Summarise what you think the capability is about:

PART 2:

Assessment Design Criteria (ADC)

Mind Map

PART 2:

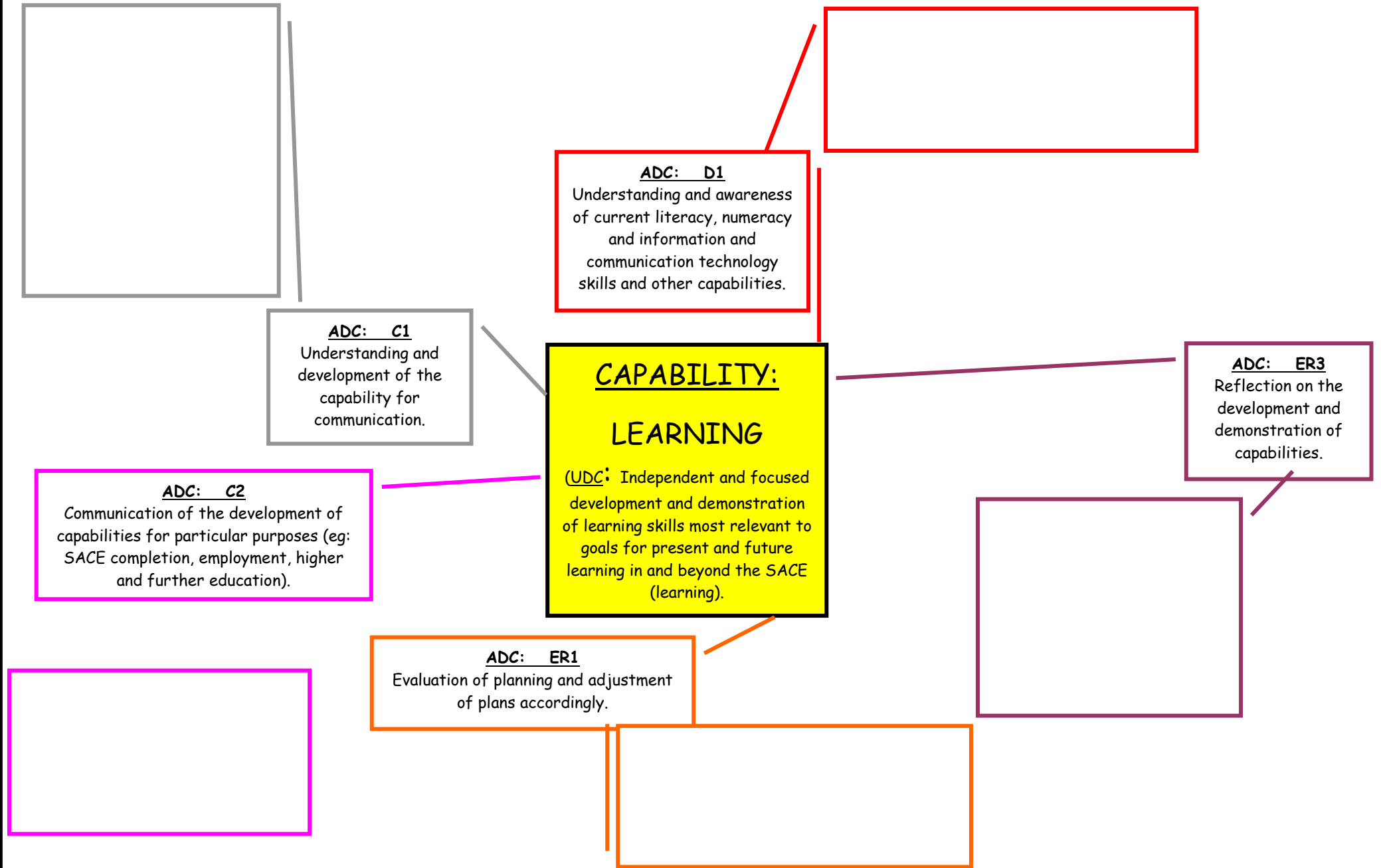
ASSESSMENT DESIGN CRITERIA (ADC) - LEARNING MIND MAP

Decision-making	Communication	Evaluation & Reflection
D1 Understanding and awareness of current literacy, numeracy, and information and communication technologies skills and other capabilities	C1 Understanding and development of the capability for communication	ER1 Evaluation of planning, and adjustment of plans accordingly.
	C2 Communication of the development of capabilities for particular purposes (e.g. SACE completion, employment, higher and further education).	ER3 Reflection on the development and demonstration of capabilities

The Mind Map on the following page shows which capability you are developing and how that capability will be assessed through the Assessment Design Criteria (ADC).

Find and use the Capability Task Overview sheet to fill in the parts of the task that are used for each ADC. Write the (underlined) name of the task into the blank boxes.

MIND MAP FOR LEARNING CAPABILITY



PART 3:

Learning Styles Questionnaires

Learning Styles Questionnaire (P. 1)

NAME:

Put a tick on the line in the place that best represents your ability for each statement.

0 means not at all

10 means all the time.

COMMUNICATION SKILLS:

I present my work in an attractive way.

1-----|-----|-----|-----5-----|-----|-----|-----10

I have a good vocabulary.

1-----|-----|-----|-----5-----|-----|-----|-----10

I am a good listener.

1-----|-----|-----|-----5-----|-----|-----|-----10

My writing varies depending on the task and audience.

1-----|-----|-----|-----5-----|-----|-----|-----10

I can talk with people I don't know.

1-----|-----|-----|-----5-----|-----|-----|-----10

I can talk to a group.

1-----|-----|-----|-----5-----|-----|-----|-----10

THINKING SKILLS

I am good at making decisions.

1-----|-----|-----|-----5-----|-----|-----|-----10

I can think creatively (Outside the square).

1-----|-----|-----|-----5-----|-----|-----|-----10

I enjoy problem solving activities.

1-----|-----|-----|-----5-----|-----|-----|-----10

I can map my ideas.

1-----|-----|-----|-----5-----|-----|-----|-----10

I have good I.T. skills.

1-----|-----|-----|-----5-----|-----|-----|-----10

Learning Styles Questionnaire (P. 2)

USING INFORMATION:

I am good at finding information.

1-----5-----10

I can sort information using concept maps and processes

1-----5-----10

I can sort information into what is useful to me and what is not.

1-----5-----10

I can find information from different sources - books, internet, magazines

1-----5-----10

I am good at completing tasks.

1-----5-----10

INDEPENDENCE & RESPONSIBILITY

I am happy to ask for help.

1-----5-----10

I can set goals for myself.

1-----5-----10

I can work well with my peers.

1-----5-----10

I can meet deadlines.

1-----5-----10

I can learn by myself.

1-----5-----10

OPPORTUNITIES FOR OPTIMUM LEARNING

Rank the following statements 5-1 where 5 is the most important opportunity for your learning and 1 is the least important.

☐ Receiving explicit (clear) instructions.

☐ Recognising different learning styles.

☐ Planning.

☐ Making connections between subjects (interdisciplinary)

☐ Using resources.

Task 2: Learning

Learning Styles Activities:

To access a variety of on-line tools,
including the VAK Learning Styles Self-Assessment Questionnaire,
you can go to www.businessballs.com .

PART 4:

Learning Styles Table

PART 4: LEARNING STYLES TABLE

Use the Learning Styles Questionnaires to fill in the following table.

APPROACHES TO LEARNING (ATL):	VAK LEARNING STYLES:
<p>Give one specific example of when you have used each ATL.</p> <p>Use the ATL questions as a guide.</p>	<p>Refer to the VAK Learning Styles Questionnaire outcomes when answering the following questions:</p>
<p><u>Communication Skills:</u></p>	<p><u>Which category had the highest score:</u></p> <p> <input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinaesthetic </p>
<p><u>Thinking Skills:</u></p>	<p><u>Which category had the lowest score:</u></p> <p> <input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinaesthetic </p>
<p><u>Using Information:</u></p>	<p><u>Write the main points or key words from your highest VAK score</u></p> <p><u>Explanation here:</u></p>
<p><u>Independence and Responsibility:</u></p>	<p><u>Give one example of when you use the VAK Learning Styles:</u></p> <p>Visual: _____</p> <p>Auditory: _____</p> <p>Kinaesthetic: _____</p>

PART 5:

Case Management for Learning Portfolio (CLP) Folder

To include the CLP here, the CLP must contain
at least 2 completed Terms.

NOTE RE: SUBMISSION OF WORK FOR ASSESSMENT:

(Either photocopy the Term sections from the CLP and add to the PLP folder OR ensure that the CLP folder is submitted to the FLO Coordinator with the PLP folder for assessment).

PART 6:

Case Management for Learning Portfolio (CLP) Reflections

To include the CLP Reflections here, the CLP must contain at
least 2 completed Goal Setting and Reflection sheets over 2
Terms.

NOTE RE: SUBMISSION OF WORK FOR ASSESSMENT:

(Please photocopy the Goal Setting and Reflection sheets
from the CLP and add to the PLP folder).

PART 7:

Learning Chart

PART 7: LEARNING CHART

1. Take 4 goals from your CLP Goal Setting and Reflection sheets and write them on the Learning Chart.

2. Complete the steps required to achieve each goal.

3. Identify whether they are Learning Goals or Career / Employment / Pathway Goals (highlight).

(Note: At least one should relate to a Career / Employment / Pathway Goal.)

You can use any learning or career pathway goal that you like. It can be short-term, medium-term or long-term.

Highlight where you are at the moment.

(It might be helpful to photocopy this chart onto A3 paper).

EXAMPLE:

GOAL:	STEP 1:	STEP 2:	STEP 3:	STEP 4:	DATE / TIME-FRAME:	PROGRESS NOTES:
Goal Example: Seeking a casual job Learning Goal 1: OR Career/Employment/Pathway Goal 1:	Work with my CM to prepare my resume.	Find out what jobs might be available (newspapers; internet; word-of-mouth).	Identify one or more workplaces; complete and submit job applications.	Be prepared for an interview (up-to-date portfolio, resume, practice interview questions).	By May 2010. <u>People I have spoken to about my goal:</u> Name: Sally Smith Role/position: My CM Name: Joy Jones Role/position: CWDC	I got to Step 3 and decided not to apply for jobs at the moment because I got into a course that I really wanted to do.

GOAL:	STEP 1:	STEP 2:	STEP 3:	STEP 4:	DATE / TIME-FRAME:	PROGRESS NOTES:
<u>Goal 1:</u> <u>Learning Goal</u> OR <u>Career/Employment/</u> <u>Pathway Goal</u>					<u>People I have spoken</u> <u>to about my goal:</u> Name: Role/position: Name: Role/position:	
<u>Goal 2:</u> <u>Learning Goal</u> OR <u>Career/Employment/</u> <u>Pathway Goal</u>					<u>People I have spoken</u> <u>to about my goal:</u> Name: Role/position: Name: Role/position:	
<u>Goal 3:</u> <u>Learning Goal</u> OR <u>Career/Employment/</u> <u>Pathway Goal</u>					<u>People I have spoken</u> <u>to about my goal:</u> Name: Role/position: Name: Role/position:	
<u>Goal 4:</u> <u>Learning Goal</u> OR <u>Career/Employment/</u> <u>Pathway Goal</u>					<u>People I have spoken</u> <u>to about my goal:</u> Name: Role/position: Name: Role/position:	

PART 8:

Evidence Checklist (Case Manager to complete)

PART 8: EVIDENCE CHECKLIST (FOR USE BY CASE MANAGER)

FLO Case Manager to complete prior to submitting student work to the FLO Coordinator for assessment.

ASSESS. DESIGN CRITERIA:	EVIDENCE:	EVIDENCE ATTACHED (✓):
D1	<input type="checkbox"/> ATL and VAK Learning Styles Questionnaires and Learning Styles Table	
C1	<input type="checkbox"/> Case Management for Learning Portfolio (CLP) Folder (at least 2 Terms)	
C2	<input type="checkbox"/> Learning Styles Table	
ER1	<input type="checkbox"/> Learning Chart	
ER3	<input type="checkbox"/> Case Management for Learning Portfolio (CLP) Reflections (at least 2)	

NB: The Assessment Design Criteria have been allocated to the task that best fits the criteria. Criteria will overlap in several tasks. The evidence sheet indicates that each has been specifically addressed.

PART 9:

Performance Standards for this Task

(for FLO Coordinator's information / reference)

TASK 2: Independent Me – Learning Performance Standards
PART 9: TASK PERFORMANCE STANDARDS (FOR FLO COORDINATOR'S REFERENCE)

	Understanding and Development of Capabilities*	Decision-making	Communication	Evaluation and Reflection
A	<p>Comprehensive understanding, independent development, and capable demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Comprehensive and insightful identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Independent and focused development of a plan that demonstrates appropriate preparation for workplace learning and employability skills. (work)</p> <p>Independent and focused development and demonstration of learning skills most relevant to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Convincing evidence of informed assessment of current literacy, numeracy, and information and communication technologies (ICT) skills and other capabilities.</p> <p>Independent and comprehensive development of personal abilities, specific knowledge, and skills to make informed decisions that are highly relevant to plans for future study and work.</p> <p>Astute decision-making about strengthening existing personal abilities and addressing areas for development in planning to achieve goals for the future.</p>	<p>Clear and discerning communication and interaction with others with relevant expertise (within school and externally) to explore, develop, and identify ideas and plans for present and future learning goals. (communication)</p> <p>Effective communication and justification of the development of capabilities for particular purposes (e.g. SACE completion, employment, higher and further education, participation in the community). (communication)</p>	<p>Evidence of comprehensive self-assessment and relevant, ongoing planning for achieving goals, and well-considered adjustments made to the plan in response.</p> <p>Comprehensive review and critical evaluation of, and reflection on, the purpose and relevance of the plan.</p> <p>Insightful and sophisticated reflection on the development and demonstration of the five capabilities.</p>
B	<p>Thoughtful development and demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Thoughtful identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Independent development of a plan that demonstrates appropriate preparation for workplace learning and employability skills. (work)</p> <p>Capable development and demonstration of learning skills relevant to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Well-informed understanding of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>Proficient development of abilities, specific knowledge, and skills to make relevant decisions about the plans.</p> <p>Effective decision-making about building on existing abilities and considering areas for development in planning to achieve goals for the future.</p>	<p>Proficient communication and interaction with others with relevant expertise (within school and externally) to explore and identify ideas and plans for present and future learning goals. (communication)</p> <p>Coherent communication and explanation of the development of some of the capabilities for particular purposes (e.g. SACE completion, employment, higher and further education) as linked to the student's goals. (communication)</p>	<p>Evidence of capable self-assessment and detailed planning for achieving goals, and adjustments made to the plan in response.</p> <p>Thoughtful review and analysis of, and reflection on, the purpose and relevance of the plan.</p> <p>Proficient reflection on the development and demonstration of the five capabilities.</p>
C	<p>Satisfactory development and demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Adequate identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Satisfactory development of a plan that demonstrates preparation for workplace learning and employability skills. (work)</p> <p>Satisfactory development and demonstration of learning skills related to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Satisfactory awareness of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>Satisfactory development of some knowledge and skills to make adequate decisions about aspects of the plan.</p> <p>Satisfactory decision-making about ways to build on some existing abilities.</p>	<p>Satisfactory communication and interaction with others with relevant expertise (within school and externally) to identify ideas and plans for possible learning goals. (communication)</p> <p>Satisfactory communication and development of some of the capabilities with some relationship to the student's goals (e.g. SACE completion, employment, higher and further education). (communication)</p>	<p>Satisfactory evidence of self-assessment and planning for achieving goals, and adjustments made to the plan.</p> <p>Adequate reflection on the purpose of the plan.</p> <p>Satisfactory reflection on the development and demonstration of some of the capabilities.</p>
D	<p>Some development and demonstration, with support, of possible ways in which the student can contribute to the wider community. (citizenship)</p> <p>Some exploration of aspects of personal learning related to goals for present and future options. (personal development)</p> <p>Some development of parts of a plan that demonstrate preparation for workplace learning and employability skills. (work)</p> <p>With support, some development and demonstration of aspects of learning skills related to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Partial awareness of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>With support, development of some skills to make partial decisions about aspects of the plan.</p> <p>With support, exploration of aspects of existing abilities.</p>	<p>With support, communication with others to partially identify ideas and aspects of planning. (communication)</p> <p>Basic communication of aspects of the capabilities that may be linked to the student's learning goals. (communication)</p>	<p>Limited evidence of some self-reflection and planning; with support, some adjustments may be made to the plan.</p> <p>Basic description of aspects of a plan and a partial statement of its purpose.</p> <p>With support, basic discussion about some aspects of the capabilities.</p>
E	<p>Little development or demonstration of possible ways in which the student can contribute to the wider community. (citizenship)</p> <p>Partial lists of aspects of personal learning that may be related to goals for present and future options. (personal development)</p> <p>Limited development of parts of a plan that may show preparation for workplace learning and employability skills. (work)</p> <p>Infrequent demonstration of aspects of learning skills that may be related to goals for present and future learning. (learning)</p>	<p>With support, a limited statement of some aspects of current literacy, numeracy, and ICT skills and possibly other capabilities.</p> <p>With support, partial and limited decisions about any parts of a plan.</p> <p>Occasional accessing of some information that may not always link to an area or areas for development in planning.</p>	<p>With support, communication with at least one other person to partly identify aspects of a plan. (communication)</p> <p>Partial and limited communication about some aspects of the capabilities that may or may not be linked to the student's goals. (communication)</p>	<p>With support, identification of an aspect of the plan that could be adjusted.</p> <p>With support, description of aspects of a plan and a partial statement of its purpose.</p> <p>With support, a list of some aspects of the capabilities.</p>